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ABSTRACT

The Peace Corps Programming and Training System (PATS) manual is designed to help field staff members of the Peace Corps train volunteers. This supplement to the manual was developed as a resource for planning training events and for preparing training materials and documentation. The information included in this supplement expands on the guidance found in section V of the PATS manual. It is a compilation of materials and ideas that present proven models and examples of PATS-consistent training documentation and formats. This supplement is organized in 10 sections: (1) overview; (2) Peace Corps training standards; (3) programming and training linkages; (4) pre-service training (PST) staff training; (5) statements of work (SOW); (6) pre-service training preparation checklist; (7) trainee assessment and qualification process; (8) training evaluation guidelines; (9) training staff performance appraisal; and (10) preservice training final reporting guidelines. (KC)

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Peace Corps Training

Supplement to Peace Corps Programming and Training System Manual

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Peace Corps Training

Supplement to Peace Corps Programming and Training System Manual

PEACE CORPS
OFFICE OF TRAINING AND PROGRAM SUPPORT
September 1994

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Peace Corps Training

Supplement to Peace Corps Programming and Training System Manual

I. Overview

The Programming and Training System (PATS) Training Supplement is intended as a resource for planning training events and for preparing training materials and documentation. The information included in this supplement expands on the guidance found in Section V of the Peace Corps PATS Manual. It is a compilation of materials and ideas that have been used successfully in Peace Corps countries worldwide and that present proven models and examples of PATS-consistent training documentation and formats.

Programming and training are indisputably linked, and all training events must be the result of the integration of programming and training efforts. The materials in this Supplement provide any trainer, Project Director, or training staff member with necessary information on Peace Corps' philosophy of training and its training concepts and methodologies, as well as an elaboration of the roles and responsibilities of all training staff. They should guide programming and training staff in the planning, preparation, and execution of training programs that are responsive to a variety of training situations.

The PATS Training Supplement is not a directive that all posts must follow exactly. It does not provide standard answers or predetermined specifics for the formulation of Pre-Service Training (PST) calendars or designs. These documents must be produced in-country to meet the particular needs of the project and tasks for which the Trainees and Volunteers have been recruited. We encourage you, therefore, to modify and adapt the materials presented here, in order to make them more useful to your particular needs. The Regions and Office of Training and Program Support (OTAPS) can provide more guidance on sample Pre-Service or In-Service Training (IST) designs.

We also request that you submit any new materials developed in-country which could contribute to the effectiveness of Peace Corps training worldwide, and thus might appropriately be included in a later version of this Supplement. All feedback and recommendations should be addressed to the PATS Coordinator, in OTAPS, and forwarded through the appropriate Regional Training Officer.

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II. Peace Corps Training Standards

Overview

Each year, Peace Corps (PC) provides training in over 90 countries for more than 4,000 Trainees who then go on to perform a variety of job assignments. In meeting these disparate demands, Peace Corps training must maintain a high degree of flexibility. In order to ensure quality, it is necessary to have minimum standards for all training programs.

These standards should be seen as minimum expectations for Peace Corps training worldwide. They supplement the information detailed in the Programming and Training System (PATS) Manual. They were designed so that regional and in-country staff may better define their individual training and training management responsibilities and establish Peace-Corps-wide standards against which staff may evaluate their own performance. The assumptions underlying the use and monitoring of the standards are as follows:

- Country Directors (CDs) are ultimately responsible for ensuring training quality.
- Although many countries presently meet and even surpass the standards discussed, some countries may have training programs which fall short of one or more of the standards.
- These standards are to be used as a yardstick against which progress towards the expected goals can be measured in-country.
- Regional offices need to be prepared to describe and evaluate country training programs, in order to compare needs and provide assistance based on this information.
- Reports of progress towards the standards allow regional offices to allocate training resources based on particular needs.
- Agency training managers require information on training that identifies strong points and needs for assistance.
- The standards and monitoring procedures ensure that systematic training information is consistently available to assist in decision making regarding training at all levels.

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Specific Activities and Responsibilities

Delegation of training responsibilities

Each country is responsible for in-country training, whether it directly delivers the training, coordinates the training, manages training contracts, or participates in a third-country training arrangement. The quality of training and the flow of essential training information to and from Washington is best assured when one person coordinates all in-country training activities.

Assignment of a Training Manager

Each country will have one staff member to whom overall responsibility for all training is assigned. This person is to be designated as the Training Manager.

Ideally, the Training Manager should have significant training experience and expertise, and be responsible for either the delivery of training or the management of the program. Until such time as Peace Corps can achieve this goal, countries need to identify a staff member who can assume these training responsibilities and act as a conduit for training information both to and from Washington.

In some countries, training responsibilities require a full-time position, while in other countries it is a part-time job assignment. In a few countries, the assignment of a Training Manager may require that the Assistant Peace Corps Director (APCD) or other staff work loads be reapportioned to accommodate this task. Countries recruiting new staff should reflect the need for training expertise as part of the selection criteria for the new staff member.

As with other in-country responsibilities, the Country Director has ultimate responsibility for training; the person identified as the Training Manager will play a key role in coordinating all training activities.

Establishment of an in-country Training Resource Center

Each country will establish and maintain a filing system to preserve copies of all relevant training materials and information. These records will include training designs, training plans, session plans, schedules, and evaluations as well as other supporting materials. All training resources should be computerized. This minimizes time and effort necessary to make revisions and facilitates the sharing of resources among projects and among countries.

Each training program results in a wealth of knowledge and information that would be extremely beneficial to future training staffs. Establishing and maintaining a Training Resource Center will provide both the place and the process for recording the country's training history, and in the long run, reduce the time spent re-creating lost information. Essentially, this center serves as the organizational or institutional memory for Peace Corps training in the host country. Once a training plan has been tried and tested, it should not be necessary to redesign that plan each time the training is to be offered. Designs from one training event can easily be modified for future training programs. (See appendix article entitled "Organizational/Institutional Memory.")

Peace Corps programming staff involvement

Programming staff will participate in the planning and design of training events and will take part in the training event itself where and when necessary.

To ensure that programming concerns are being adequately presented and represented in training to the satisfaction of programming staff, program APCDs should be involved in the planning and implementation of all training activities. It is the responsibility of the Country Director to make sure this programming and training linkage takes place.

Preliminary work conducted by in-country staff

Numerous tasks must be performed by country staff members prior to any training program. Many of these tasks must be completed well in advance of training. An up-to-date task analysis for each Volunteer assignment is essential to training. Such detailed descriptions of the key tasks Volunteers will perform in their specific job assignments are used by training staff to design the Pre-Service

Training (PST) program. Current Volunteer experience in the field also contributes to Pre-Service Training design and provides the basis for In-Service Training (IST).

The process of selecting sites for Volunteer assignments involves negotiating with host-country government officials, reviewing the sites, discussing with village officials the roles of PCVs (Peace Corps Volunteers), and identifying village needs with the understanding that during training the Trainees are then matched to the sites. Site selections should be completed in advance of the Pre-Service Training program.

Task analysis

An up-to-date task analysis must be developed for each Volunteer assignment. The respective APCDs are responsible for providing the training staff with appropriate task analyses for each Volunteer assignment included in the upcoming training program. Where possible, the training staff should be included in updating the task analyses.

A good training program will take the details of a job description, or task analysis, and tailor the training according to the skills needed. A clear understanding of the entry requirements for a Volunteer assignment is necessary so that trainers can adequately prepare the Trainees. A task analysis is a necessary tool for the programmer, clarifying the types of tasks performed by the Volunteers and specifying what skills should be requested in the recruitment process. Current Volunteers should assist in the development of the task analysis for their replacement or for similar assignments. This process should also include host-country supervisors and/or counterparts.

Site survey and selection

In-country staff are responsible for conducting site surveys for potential Volunteer posts and communicating to the training staff any considerations that would require specialized training. The Training Manager should accompany the program APCD on a sampling of Volunteer site visits so that s/he has first-hand information about the type of assignments and living conditions that await the new Volunteers.

Personal Services Contracts (PSC) for training

The use of PSCs for training programs presents in-country staff with some managerial challenges. It requires the matching of diverse needs with equally diverse trainers.

Each Contractor should have a separate contract, which includes an individual Statement of Work (SOW). This Statement of Work is a contractual document which outlines the responsibilities of the Contractor. If the person is hired locally, the contract is negotiated in-country by the country staff. For US-based PSCs the Statements of Work are provided by the country staffs, and the preliminary arrangements are made by the regional programming and training units. Final contracts are negotiated by the Contracts Office. The initial request for USPSCs is included in the annual Integrated Planning and Budget System (IPBS) submission. The SOW should be sent to the regional Programming and Training (P&T) Unit during the quarter that precedes the contract dates.

Selection and hiring of training staff

Peace Corps country staff is responsible for providing the regions with

- the Statement of Work
- required and preferred qualifications and
- information on possible candidates

Using the Statement of Work the Regions and OTAPS will begin to recruit US-based contractors.

All PSC training staff must be identified and contracts negotiated two to four months before training is to begin. They should be in-country at least three weeks prior to the start of the training event. In the case of PST, the Project Director should be in-country at least one month prior to training. If adequate, appropriate, and acceptable documentation and planning are already available in a viable country training design, then this time may be reduced slightly.

An exception to the above procedure is when PSCs are recruited outside the US, and don't pass through Peace Corps/Washington (PC/W) in the process. In this case, the Country Director acts as the Contracts Office representative and is authorized to negotiate and sign contracts for PSCs.

All training staff, in addition to their primary responsibilities, will serve as cross-cultural facilitators/ resources, and therefore must be capable of presenting their technical skills in a cultural context. They will also need to make themselves available to the Trainees on both a formal and informal basis.

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III. Programming and Training Linkages

Overview

The success of a Peace Corps project is dependent not only on the extent to which programming and training are adequately linked, but also on the amount of energy and thought put into developing an integrated team of programmers and trainers. This effort, which models the relationships PCVs will form with their counterparts, involves getting to know the strengths and weaknesses of colleagues, sharing the different perspectives they bring to the work, and establishing an atmosphere of openness and trust.

It is recommended that country teams regularly take time for team-building activities, and review scheduled activities to be sure that these activities are producing the desired results. It is also recommended that country teams review their projects and training strategies and designs on an annual basis, and develop plans to increase program and training linkages regularly.

The following section provides basic rules for effective teamwork on programming and training linkages and a checklist of activities to direct and monitor this integration.

Basic Rules for Effective Programming and Training Linkages

- The Training Manager must work with the APCD in charge of each project for which Trainees will be trained. The Training Manager can assist the APCD in development of a task timeline and can help in defining the skills, attitudes, and knowledge that Trainees will need to successfully integrate into community and effectively address project goals, objectives, milestones, and tasks (GOMT).

- The APCD for the project and Training Manager should review the Pre-Training Questionnaires of the Trainees, skills required to do the job, and analyze the gap between these two. Is it possible in eight to twelve weeks to completely bridge this gap? What can wait until an IST? Should different skill clusters or Assignment Areas (AAs) be considered for future groups? Should the training strategy and/or content be changed?

- The Training Manager must be familiar with the priorities and budget constraints of post. This information will assist him or her to develop appropriate and efficient training. Suggestions for ensuring clear communication among various units at posts include inviting the Training Manager to become involved in the PSR and IPBS processes; having the Training Manager and Administrative Officer (AO) develop PST and IST budgets together; having the Administrative Officer and Training Manager review the PST budget several months in advance of PST; having the Training Manager review administrative procedures; and alerting the Administrative unit in advance of any upcoming training events.

- When new projects are developed , the APCD Programmer must discuss possible training needs with the Training Manager and inform the Training Manager when the first group can be expected.

- APCD's must visit the PST regularly—to discuss site assignments, project(s) history, PATS concepts, project implementation and management issues, and the role of the Volunteer in project implementation and evaluation.

Checklist for Integrating Programming and Training

- ❑ APCDs responsible for training meet with programming staff and host agency regarding training needs before the Volunteer Assignment Descriptions (VADs) are submitted.

- ❑ Programming and training APCDs work together to conduct a preliminary task analysis and write the VADs.

- ❑ Prior to the Trainees' arrival, programming and training APCDs together generate a list of work-, family-, and community-related competencies the Volunteer must possess to be successful during the *first six months* of service.

- ❑ Training design is developed based upon a task analysis of the assignment to be filled and competencies needed by the Volunteer in the first six months of service.

- ❑ Project plan is introduced as part of orientation of Trainees during Week One of the PST.

- ❑ Programming APCD is involved in some technical session presentations.

- ❑ Programming APCD spends substantial amount of time at the PST site(s).
- ❑ Programming APCD provides living and work site information during the PST.
- ❑ Programming APCD interviews every Trainee for whom s/he will be responsible.
- ❑ PATS training module is included as part of PST.
- ❑ Host-agency personnel are introduced during the PST, preferably on a visit to the Host Agency or at the work site.
- ❑ PST review is conducted at the end of training attended by APCDs for programming and training, and the Country Director.
- ❑ After the PCVs have been in the field four to six months, evaluate the effectiveness of the PST in preparing PCVs for their jobs is evaluated.
- ❑ Training Manager meets with project APCD to design the technical training component for IST.
- ❑ Selected quarterly reports are passed on to the Training Manager for review.
- ❑ Training Manager makes at least two site visits annually to each project .
- ❑ Training Manager reviews the PSRs.
- ❑ Information is obtained from Volunteers at Close of Service (COS) on what they consider to be training needs for new Trainees.
- ❑ Programming APCDs facilitate COS Conference sessions on project plan feedback.
- ❑ An annual training review with the AO, CD, APCDs, and recent PST trainers is conducted, including a review of the training, the extent to which training objectives matched project needs, and plans for meeting additional training needs during the PCVs' service.

IV. PST Staff Training

Overview

The staff training in preparation for the Pre-Service Training is critical to the success of the training program. It provides the foundation for orienting and training of PST staff. Additionally, the event provides the most significant opportunity to reflect on past training programs, review training materials and, as a team, begin to visualize and plan the next training. All human resources and material resources for the PST come together at this time: Training Managers, APCDs, trainers, administrative staff, training evaluations, training resources, schedules, and designs.

In the following pieces of this section the outline for preparing and conducting the staff training will be presented. The general goals of staff training are mentioned in the Training section of the PATS Manual (Section V, pages V–4—V–5). The additional information contained here can be used to design your own staff training event.

The staff training has been divided into two distinct events. The events include 1) Staff Development Workshop or SDW (Staff Training Part I) and 2) Training of Coordinators or TOC (Staff Training Part II). These events differ in both their major content areas and suggested participants. The SDW is designed to orient trainers to working for Peace Corps and to address basic trainer skills. All trainers involved in the PST should attend this event. The TOC is designed to focus on the skills and activities necessary to design training curricula and the training program in general. It also includes some orientation to Peace Corps sessions. The participants for this event are all component coordinators and trainers, the PST Director, the APCDs of the target projects and (preferably) some current PCVs, administrative assistants, and health personnel such as the Medical Officers (MOs) or their designees. This time is set aside for the APCDs to work with the technical coordinators and trainers and PCVs in designing (or reviewing the design for) the technical and cross-cultural training curricula.

The schedules included in this section contain suggested sessions. The final schedule for these events will depend on the experience level of the training staff in your country. Please be advised, however, that all of the goals of staff training listed here for SDW and TOC should be contained in any staff training design.

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What, Why, Who, When, Where

What

The Staff Development Workshop (SDW) and Training of Coordinators (TOC) are the two major staff training events held, along with the Language Trainers' Training of Trainers (TOT) in preparation for each Pre-Service Training program.

The SDW concentrates on the following areas:

1. Orienting the PST staff to the experiential learning cycle and its application to Peace Corps training.

2. Introducing and explaining "Maslow's Hierarchy of Needs" and how it applies to and can be used in Peace Corps training.

3. Training PST staff in training presentation skills necessary in adult learning/non-formal education and training situations.

4. Examining the dynamic of dealing/working with American Trainees in the PST setting.

5. Examining the host-country culture for clues to the dynamics and process of cross-cultural training.

6. Orienting the trainers to the Peace Corps Trainee and trainer assessment process.

The TOC concentrates on the following areas:

1. Macro-level training design—analyzing the training needs and creating the overall PST-component training goals.

2. Micro-level training design—writing behavioral objectives and creating the training session designs using a standard format.

3. The integration of training components—developing ways to integrate the various components of the PST.

4. Discussing and strategizing how to best use training resources such as guest speakers and PCVs.

5. Reviewing guidelines for professional trainer behavior.

6. Reviewing the way in which trainers and Trainees are evaluated during PST.

7. Taking a "first cut" at negotiating the total number of hours each component will have in the PST and deciding on the major activities to be scheduled during the PST.

Why

The SDW is a way of focusing on Training of Trainers activities for the PST staff. It concentrates on the basics of adult learning and experiential learning principles as well as trainer skills and orientation to Peace Corps Training philosophy and practices.

The event includes all PST staff.

The TOC is a way of focusing on training design as a part of the staff training for each PST. It is an opportunity for the APCDs and the technical trainers to sit together and review the existing training materials and make plans for necessary revisions and improvements. It also provides for the development of training resources and training design skills on the part of technical trainers and APCDs.

In addition to the technical trainers and the APCDs, the event is also attended by the Cross-Cultural Training Coordinators, Health Assistants and Medical Unit representatives, and the PST management personnel for the upcoming PST.

Who

These two events are facilitated by a team of experienced trainers led by the Training Manager (TM) and/or PST Director. The Training Office (TO)/TM and/or PST Director are responsible for the schedule and training design and act as lead trainer(s). The experienced trainers are given an opportunity to improve their training design and facilitation skills by taking responsibility for the presentation of specific sessions and/or acting as assistant trainers.

When

The SDW and TOC take place in preparation for the arrival of each training class. They are scheduled to take place consecutively and in the same time frame as the Language Training TOT. The SDW is three and one-half to five days long and precedes the TOC, which is also three and one-half to five days long. (See sample goals, sessions, and schedules in this section.) They are usually scheduled to take place roughly two to three weeks before the Trainees' arrival.

The Language Training TOT should be scheduled after the SDW to allow the language trainers to participate in the SDW.

Where

The SDW and TOC can take place at the PST site or at some other appropriate location. When the PST site is used it provides an opportunity to prepare the site and give the trainers a chance to get used to the training site and to the atmosphere of living together in the training environment.

Staff Training Goals

Staff Training Part I
Staff Development Workshop (SDW)

Objectives: By the end of training, participants will be able to—

1. Explain how adult learning principles and the experiential learning cycle are used to guide Peace Corps training.
2. State the three goals of Peace Corps, the main philosophies of the Peace Corps mission, and the role of the Volunteer in development work.
3. Demonstrate basic facilitation and presentation skills and discuss how and when each is best used in a training session.
4. Describe the assessment procedures for Trainees and trainers, and demonstrate the basic skills necessary to carry out their roles in those procedures.
5. Conduct themselves in accordance with the "Guidelines for Professional Behavior" and senior staff expectations.
6. Describe the different perspectives that Americans have for the host-country culture and that host country nationals have for American culture, including an awareness of diversity issues both for Americans and within the host culture.
7. Describe the chain of command, lines of authority, and channels of communication to be adhered to during PST, for both PST staff and PC Senior staff.

PST Staff Training Part II
Training of Coordinators

Objectives: By the end of the training, participants will be able to

1. Analyze training and sequence topics in their component.
2. Effectively plan for the integration of training program components, including language, technical, and cross-cultural.
3. Derive and write behavioral objectives for training sessions using the project plan, task analysis, training reports, and other resources.
4. Design training sessions according to the formats agreed to during the workshop.
5. Develop training manuals according to the formats agreed to during the workshop.
6. Present draft designs of training evaluation and assessment during the PST.
7. Write periodic training reports according to the formats set by the Training Office and the Program Offices.
8. Identify and practice effective ways of using and working with guest speakers.

Staff Training Schedules

The following schedules are offered as suggestions. The actual time spent on any staff training area should be a function of the needs of a particular PST staff group. Adjust session times according to your own needs.

Staff Development Workshop

Day One	Day Two	Day Three	Day Four	Day Five
7:00 Breakfast **7:30** Community Meeting **8:00** Opening Remarks & Welcome **8:15** Icebreaker **9:00** Overview of Staff Trng Goals **9:30** Norms **10:00** Team Building Exercise	**7:00** Breakfast **7:30** Community Meeting **8:00** Maslow's Hierarchy & The Experiential Learning Cycle **10:00** Review Past PST Evaluations	**7:00** Breakfast **7:30** Community Meeting **8:00** Job Description Review & Trainer Assessment Process (including Guidelines for Professional Trnr Behavior)	**7:00** Breakfast **7:30** Community Meeting **8:00** Working with Americans **10:00** Host-Country Culture Overview	**7:00** Breakfast **7:30** Community Meeting **8:00** Counseling Skills **11:00** Budget Overview
LUNCH 12:00	**LUNCH 12:00**	**LUNCH 12:00**	**LUNCH 12:00**	**LUNCH 12:00**
1:30 History of Peace Corps & Country Program **2:30** Peace Corps Policies **5:30 Staff Mtg**	**1:30** Presentation Skills and Training Techniques (including, demonstration of fishbowl, group facilitation, effective flipcharts, games, ice-breakers/warm-ups, role plays, case studies, etc.) **5:30 Staff Mtg**	**1:30** Presentation Skills cont'd **5:30 Staff Mtg**	**1:30** Trainee Assessment Process **3:30** Giving & Receiving Feedback **5:30 Staff Mtg**	**3:30** Closure & Evaluation **5:30 Staff Mtg**

Training of Coordinators

Day One	Day Two	Day Three	Day Four
7:00 Breakfast **7:30** Community Meeting **8:00** Introduction & Overview of TOC Goals & Objectives & Norms **9:00** Icebreaker **10:00** Team-Building Activity	**7:00** Breakfast **7:30** Community Meeting **8:00** Macro-Planning—Analysis: (Review VADs, project plans and PTQs)	**7:00** Breakfast **7:30** Community Meeting **8:00** Micro-Training Design (Writing Objectives)	**7:00** Breakfast **7:30** Community Meeting **8:00** Evaluation & Reporting (Periodic & Final) **9:30** Using Resource Speakers & PCVs in PST **10:30** Assessment Process (Trainees & Trainers)
LUNCH 12:00	**LUNCH 12:00**	**LUNCH 12:00**	**LUNCH 12:00**
1:30 Professional Trainer Guidelines **2:30** Peace Corps Policies **3:30** Overview of Country Program **5:30 Staff Mtg**	**1:30** Macro-Planning (cont'd) **3:00** Training materials production & Action Plans **4:00** Sequencing of training activities **5:30 Staff Mtg**	**1:30** Micro-Training Design cont'd (Session Design) **3:30** Training Component Integration **5:30 Staff Mtg**	**1:30** Early Termination & Admin Separation Procedures **4:00** Training Calendar **4:30** Closure & Evaluation **5:30 Staff Mtg**

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Overview of Sessions

The following is a list of the sessions included in the above schedules and a brief description of each session. There is some overlap in the sessions for these two staff training events. If the participants for both events are the same, sessions should not be repeated. If the participants are different and some staff do not attend the first event, some duplication may be necessary.

Some sessions are not included in this overview. Sessions such as "Norms" and "Introduction and Overview of Goals and Objectives" are self-explanatory.

Staff Development Workshop

1. History of Peace Corps and the country program

This session is aimed at new training staff who need an introduction to the organizational philosophy and history of Peace Corps. In addition, the new staff should be given a relatively detailed overview of the history of Peace Corps in the country (how long, what projects, how many PCVs, etc.).

2. Peace Corps policies

The policies of the Peace Corps and the country program need to be reviewed with the staff members so that there will be no confusion over decisions and actions taken during the PST.

3. Maslow's Hierarchy and the Experiential Learning Cycle

Maslow's Hierarchy and the Experiential Learning Cycle are two theories that play a key role in the design of Peace Corps training. All staff should be familiar with both the theories themselves and the application of the theories to training content and design.

4. Review of past PST evaluations

Evaluations from the previous PST which included Trainees from the same projects should be reviewed to provide insight and guidance for training design, activities, scheduling, and logistics. The review should include all members of the component training team, the APCD, and current PCVs.

5. Presentation Skills and Training Techniques

A significant amount of time should be devoted to practicing presentation and facilitation skills and a variety of training techniques. This should include, but not be limited to, brainstorming, group facilitation, fish bowl, demonstration, role plays, and case studies as well as design and use of flipcharts and other visual aids. Often the best progression to follow in the session is to define the skill/technique, demonstrate the skill/technique and then provide opportunities for the participants to practice the skill/technique.

6. Job description review and trainer assessment process

Each trainer should be familiar with his or her own job description before coming to staff training. In this session the trainers should be exposed to the job descriptions of the rest of the staff with whom they will be working. This is also a chance to review working relationships and the chain of command.

The trainer assessment process should be presented, and reviewed with all staff. Content includes the assessment process overview and timetable, assessment instruments, and feedback guidelines.

7. Working with Americans

Trainers must be familiar with both a general overview of American culture and the dynamics of the adaptation process the Trainees will experience. This provides them with insight as to why Trainees act as they do and how the trainers can best work with the Trainees to achieve their goals during the PST.

8. Host-country culture overview

Most Peace Corps countries represent more than one culture, as do the groups of trainers hired to work for the PST. The diversity of the host-country cultural make-up is explored and the impact of that diversity on the group is examined in this session.

9. Trainee assessment process

The Trainee assessment process, timetables, and instruments are reviewed in this session. Additionally, the role of the trainer in that process is presented and the necessary skills identified.

10. Giving and receiving feedback

Feedback is defined and the necessary trainer skills are identified in this session. This should be linked to the session on Trainee assessment. Role plays and

case studies should be used to provide trainers opportunities to practice feedback skills.

11. Counseling skills

Basic counseling skills and an overview of all possible counseling resources available through Peace Corps are addressed in this session. It is likely that the trainers will have only minimal counseling skills. They must, therefore, be aware of counseling resources outside of the PST staff, such as the Peace Corps Medical Unit and the Office of Special Services.

12. PST budget overview

A brief overview of the PST budget and rules associated with use of US Government funds should be presented by the Administrative Officer. Most trainers need only an overview of the budget and should be very clear as to who has responsibility for the funds and how they can/should be accessed for training activities.

13. Closure and evaluation

Review the goals and objectives of the training and allow the participants to evaluate the design on a confidential form.

Training of Coordinators

1. Team building exercise

2. Professional trainer guidelines

Professional trainer guidelines, which are a combination of Peace Corps guidelines and country-specific guidelines, are presented and reviewed with all trainers. These guidelines outline both what the trainers are expected to do and what they are forbidden from doing in their role as trainers. These guidelines should be reflected in the performance appraisal forms for all trainers.

3. Peace Corps policies

The policies of the Peace Corps and the country program need to be reviewed with the staff members so that there will be no confusion over decisions and actions taken during the PST.

4. Overview of the country program

This is a review of the history of the country program and of its current projects.

5. Macro-planning

Macro-planning deals with the overall planning and training design for any given component. Component groups should work together in teams during this section of the staff training.

- Analysis: The first part of the session is to analyze the training needs in each component. This is done by comparing the tasks as defined by the project to the Trainee profiles. This comparison should yield a list of skills that all Trainees will need by the end of training. Remember that the skills must also be defined as those that are needed for the *first six months of PCV work.*

- Training materials production and action plans: Once the necessary skills are identified, the overall goals for the component can be derived. From the goals, the behavioral objectives should follow. Once the objectives are identified, work can begin on individual session designs. The work on the session designs will follow during the "Micro-Training Design" session. The component groups should not be expected to complete all design work during the staff training. They should, however, have action plans for completing the work before the arrival of the Trainees.

  In addition to the tasks, skills, and goals, other aspects of materials development are addressed in this session. The staff of each component should be responsible for submitting a complete training manual at the end of the PST. This may be a new manual or a revised/updated version of an existing manual. All of the requisite pieces of this manual must be explained and reviewed during the session, and each component team should be required to submit materials following the same manual model. This model must be defined by the Training Manager and APCDs (with assistance from the regional P&T Unit). (See sample at the end of this section.)

- Sequencing of training activities: When the goals and possible activities are being presented and discussed, guidelines for the sequencing of training activities should be presented and reviewed. These guidelines would address items like the progression of the Trainees language abilities, the limitations of the PST site(s), integration with other components, etc.

6. Micro-training design

Micro-training design deals exclusively with how to turn goals into behavioral objectives, activities, and session designs. It follows directly from the previous session.

• Writing behavioral objectives: Trainers need to understand what behavioral objectives are, and have the skills to write them. In this part of the session behavioral objectives are defined and the reasons why they are so valuable to training design and to Trainee assessment are discussed. Additionally, knowledge, skill, and attitude objectives are defined and appropriate activities for each type of objective are presented and reviewed.

Trainers should be given a chance to practice writing each specific type of behavioral objective and to link them to training activities.

- Training session design: A standard training session design format is presented and reviewed with the trainers. This session design model should be used by all components and lend a high degree of consistency to all training manuals. The standard session design must include all pieces necessary for presentation and evaluation. (See design at end of this section.)

7. Training component integration

Integrating the various components of the PST is a good way of making the most of the training time and of demonstrating to the Trainees that all aspects of their experience as Trainees and Volunteers are connected. This session should present various ways in which the components can be purposely integrated. Trainers should have a chance to practice designing integrated sessions or schedules. This practice should be done in groups which contain members from different components.

8. Evaluation and reporting

The evaluation system and reporting guidelines must be made clear to the trainers. In this session the process, instruments, and schedule of the training evaluation are presented and reviewed. The discussion of evaluation should lead directly to the guidelines for writing and submitting periodic training reports. In addition to the process of evaluation and the guidelines for reports, the chain of command for producing these items should be presented and reviewed.

9. Using resource speakers and PCVs in PST

Almost all PSTs use outside speakers and current PCVs as resources. The trainers need to know how to make the most of these resources and how to avoid the pitfalls inherent using them. This session reviews the training situations which best suit themselves to the use of outside resources, and demonstrates how to prepare outsiders for their roles and responsibilities.

10. Assessment process—Trainees and trainers

During the PST, both Trainee and trainer performance is assessed against specific criteria. The trainers need to know their role in the assessment of the Trainees. They also need to know how and how often their own performance will be reviewed, and who will be conducting the review. This session outlines the process, instruments, and schedule used to carry out the assessment process. This session should be linked with the sessions on "Job Description," "Feedback Skills," and "Professional Trainer Guidelines."

(If the Trainee and trainer assessment process has been addressed with all of the trainers in the first part of the staff training, it can be eliminated here.)

11. Early termination and administrative separation procedures

Peace Corps has detailed policies and procedures concerning the early termination and administrative separation of Trainees and Volunteers. This session presents and reviews these policies and procedures, and defines the roles played by training staff and Peace Corps staff in carrying them out.

12. Training calendar

This session is the first attempt to outline the entire training calendar. In the main exercise of the session the total number of hours available for training sessions and activities is calculated and each component is given a chance to state the amount of training time they would like. Should the number of requested hours exceed the number of available hours, negotiations to adjust the number of hours requested by each component must take place.

13. Closure and evaluation

Review the goals and objectives of the training and allow the participants to evaluate the design on a confidential form.

SDW and TOC Preparation Checklist

The following checklist should be used as a general guide to the timing and activities necessary for preparation of the SDW and TOC. Conditions in different countries may require some activities to take place in different time frames or sequences than presented below. The checklist can be adjusted accordingly.

SDW and TOC Preparation Checklist

Two to Three Months Out
- ❑ Identify Training Event site.

Six Weeks Out
- ❑ Confirm Training Event site.

One Month Out
- ❑ Identify Administrative Coordinator for training event.
- ❑ Identify Co-Trainers and schedule "staff training."
- ❑ Send out memo to APCDs and Medical Unit announcing training.
- ❑ Review evaluations and PST Staff Meeting notes from previous PST, and Final PST report for ideas for training design.
- ❑ Review training design and make all necessary changes/revisions.
- ❑ Review Participants Workbook and make all necessary changes/revisions.

Three Weeks Out
- ❑ Prepare Lead Trainer materials.
- ❑ Prepare participant materials.
- ❑ Prepare necessary handouts.

Two Weeks Out
- ❑ Prepare Training Site.
- ❑ Distribute draft training schedule to participant staff.
- ❑ Make necessary travel arrangements for PST staff and APCD staff (including memo to Travel Office to make necessary air ticket reservations).
- ❑ Identify and collect all resource materials to be taken to training event (this includes all training resources, including manuals, handouts, and readings).
- ❑ Identify and order all training event materials and hardware.

One Week Out
- ❑ Prepare Training Site.
- ❑ Organize all video and audio resources, including overhead projector, TV/video, tape deck, and short-wave radio.
- ❑ Send materials to be copied.
- ❑ Meet with chosen "staff trainers" and discuss timing, length, schedule, and content of staff training.

The Last Week
- ❑ Prepare final schedule.
- ❑ Conduct "Staff Training for Staff Training."
- ❑ Check and confirm all transportation arrangements.
- ❑ Pack-up all training event materials.
- ❑ Confirm that all copies have been made.

The Last Day
- ❑ Review materials packed for training event.
- ❑ Pick up any air tickets ordered.
- ❑ Organize personal trainer materials.

Training Session Design Format

Title

Rationale
- Background information concerning the session and why it is included in the training design, including, but not limited to, the following:
  —How does it relate to overall training goals?
  —How does the session relate to other components of the training design?
  —What in the past has led us to design this session and place it here?

Total Time
- Time for the entire session including time for breaks.

Goals/Objectives
- List goals and objectives of the session in behavioral terms.

Integration Point
- Describe how this session (through its objectives and activities) is integrated with the other aspects of training—language, technical, personal safety, etc.

Trainer Preparation
- Information on trainer roles for the session—lead trainer, assistant trainers, etc. This includes pre-session briefing and orientation of assistant trainers or new trainers by the lead trainer.
- Notes concerning the advance preparation of session materials—flipcharts, handouts, etc.

Materials
- List all materials needed for trainers and Trainees (newsprint, markers, pens, paper, tape, etc.).

Prepared Newsprint/Flipcharts
- List names of all flipcharts and their location within the training design (for visual examples).

Handouts
- List names of handouts and their location in the training manual.

Procedures
- Include all session activities.
- Include all flipcharts (visually) in the location they occur.
- Include time frames for all activities.
- Include trainer's notes where necessary or appropriate.
- Include the placement and time of breaks.

References
- List titles and locations of any training manuals or books that were used in the production and presentation of this session. Please include section or chapter titles and page numbers. If only a few pages were used please copy them and attach them to the design.
- If reference materials used are not currently in the Training Office library, request that they be included. State location for their purchase if known.

Technical Training Manual Format

Remember that items for the manual that can be obtained from other sources *should be*. For example, pieces that have been done for the IPBS, Recruitment, and Project Plans should be copied verbatim from their original sources. Reduce original work required whenever possible.

1. **Introduction and Background Information Concerning the Program Overview**
   Sector overview
   Country programming overview
   Project plan
   VAD
   PCV job description
2. **Guide for Lead Trainer/Training Manager**
   Job description of all Technical Trainers and Coordinators
   Training management overview
   Organizational structure of training staff
   Training design philosophy
   Experiential Learning Theory
   Adult learning theory
   Integration with other training areas
   24-month training strategy
3. **Supplemental Readings**
   Reference articles or readings which provide perspective for the program
4. **Overview of Goals, Objectives, Training Activities, and Sample Schedule**
   Technical rationale
   Technical competencies
   Training schedule and training pieces overview
   Technical training objectives
   Technical training sessions in order of sequence
5. **Training Session Outlines/Designs**
   Each training session design *(following training session design format)*
6. **Training Session Handouts**
   All required handouts in sequence*(Clean copies !!)*
7. **Trainee Evaluation Format and Process**
   Overview of process
   Any session, observation, or interview designs
   Any necessary evaluation forms
8. **Trainer Evaluation Format and Process**
   Overview of process
   Any session, observation, or interview designs
   Any necessary evaluation forms
9. **Training Report Requirements, Format, Rationale, and Frequency**
   Overview of reports purpose and function
   Report format: biweekly and final
   Report production and submission policy and procedure

V. Statements of Work (SOW)

Overview

Well-defined, accurate, statements of work can be invaluable both as a tool to help the Training Manager manage the training staff, and as guidance for individual staff to plan and undertake their respective tasks. Each position should have a separate statement of work that defines its unique aspects and responsibilities, and minimum and preferred qualifications.

The following section contains examples of statements of work for a variety of positions and guidance pertaining to the qualifications and attributes to consider when hiring training staff. Tailor the guidance and examples to meet your country-specific training needs.

When hiring training staff remember that your audience is most likely a diverse collection of Trainees with varying needs and personalities. Accordingly, a good training staff will consist of a good mix of trainers of diverse interests and personalities. The key is that you are looking to hire a team, not a set of individuals who each fit your vision of the perfect "trainer."

Also consider having at least one American in a leadership role in training and active participation from at least one current or former Volunteer who has served in the host country. Training is a vulnerable time and many Trainees need to relate to a contact from their own culture. Almost all Trainees want to learn as much as they can from former Volunteers who have had the type of Peace Corps experience they will soon have.

Also, remember that all training staff, in addition to their primary responsibilities, will serve as cross-cultural facilitators/resources, and therefore must be capable of presenting their technical skills in a cultural context. They will also need to make themselves available to the Trainees on both a formal and informal basis.

The sample statements of work are not all-inclusive. Only examples of core positions are given—project director, logistics coordinator, technical, language and cross-cultural coordinator, and language instructor. Where needed, use and edit these examples according to your post's needs. Additional information on staff roles and responsibilities can be found in the training appendices to the PATS Manual.

Sample Statements of Work for Pre-Service Training

1. Project Director

Project Director for Pre-Service Training: Begin date—ending date

Reports to: APCD/Training or Training Manager

Oversees: All Pre-Service Training activities

Coordinates with: Training Manager, sector APCD, APCD/Administration, and Peace Corps Medical Officer

Position Summary: The Project Director is the key trainer, coordinator, evaluator, and administrator at the training site. (S)he is the person most responsible for directing Trainee learning and monitoring staff performance and is charged with ensuring open communications between the training site and the Peace Corps office.

Duties and Tasks:

Preparation Phase

- Work closely with the Training Manager; supervise all aspects of training preparations.
- Read all relevant program documentation, project plans, prior PST reports, training design guidance, Trainee assessment guidance, and Peace Corps policies.
- Establish a positive working relationship and coordinate all planning activities with the Training Manager, sector APCD, APCD/Administration, Peace Corps Medical Officer (PMCO), and host-country officials and sponsors.
- Develop a training design that builds on prior country training norms and established systems, and that follows evolving Peace Corps guidance on adult and experiential learning training methodologies.
- Design a staff development strategy that includes a staff Training of Trainers workshop prior to PST, ongoing staff development exercises throughout PST, and mid- and final performance appraisals.
- Assure the integration of language, cross-cultural, technical, and health components in all segments of the training program.

- Assure that all training components are designed based on the competencies required for successful Peace Corps service and that all session designs follow approved formats.
- Oversee all logistical preparations at the training site.
- Set a positive tone for the training preparation phase and ensure that all staff are clear on their roles and responsibilities and on operating procedures.

Implementation Phase

- Manage all aspects of training at the training site, including all administrative activities and training delivery.
- Assure that Peace Corps policies are being followed by both staff and Trainees.
- Serve as lead trainer for core sessions.
- Provide leadership and sensitivity in counseling Trainees and staff and as a model in giving and receiving feedback.
- Monitor the health and well-being of all Trainees and staff.
- Conduct regular staff meetings which encourage staff input and participation.
- Conduct regular evaluations of training by Trainees and staff and, to the extent possible, adjust the training design to incorporate suggestions.
- Assure that all visitors to the training site, including Peace Corps staff and guest speakers, are well-briefed.
- Submit timely and concise biweekly training reports to the Training Manager stating highlights, problems, and recommendations.
- In conjunction with the entire training staff, implement the Trainee assessment process, including thorough advance briefings of the Trainees on this process.
- When necessary, inform the Training Manager of Trainees who are having difficulty with training and follow Peace Corps procedures for early termination where appropriate.
- Serve as a liaison to the Peace Corps country office and conduct training as an extension of the office.
- Live at the training site.
- Recommend, with appropriate documentation, Trainees to be sworn-in or terminated.

After Training Phase

- Facilitate the compilation of required reports and evaluations into a uniform final training report according to Peace Corps standards.
- Present the final training report to Peace Corps country staff and participate in an oral debriefing.

- If contractor is a USPSC required to pass through Washington at the end of the contract, participate in an oral debriefing of Peace Corps/Washington regional staff.

Qualifications

Minimum Qualifications

- Demonstrated skills in applying experiential learning methodology
- Demonstrated "stand-up" training skills—the ability to make presentations comfortably in front of a group
- Two years experience as a facilitator at training events
- One year experience in program administration, evaluation, and supervision
- One year experience in managing and supervising staff
- One year experience managing budgets and accounts
- Demonstrated ability and skill in counseling
- Fluency in English

Preferred Qualifications

- Demonstrated increasing levels of responsibility in previous employment
- A degree in education, human resource development, or a related field
- Two years experience as a trainer with Peace Corps training programs
- Fluency in the host-country language
- Experience participating in a Peace Corps or other Training of Trainers Workshop
- Experience working in cross-cultural settings
- Knowledge of PATS
- Knowledge/familiarity with American culture

The following documents must be submitted before final payment is issued:

- Completed return travel voucher with receipts (original and two copies)*
- Consultant evaluation form*
- Completed public voucher and contractor's release forms*
- The final training report

(* USPSC only)

Note that final payment for a USPSC is approved by the Regional P&T unit

2. Logistics/Administrative Coordinator

Logistics Coordinator for Pre-Service Training: Begin date—ending date

Reports to: Project Director

Coordinates with: All training staff and APCD/Administration

Position Summary: The logistics coordinator plays the key role of keeping all administrative operations and logistics running smoothly.

Duties and Tasks:

Preparation Phase

- Work closely with the APCD/Administration to establish efficient administrative systems that comply with Peace Corps regulations.
- Work closely with the Project Director and all staff to ensure that administrative systems are well-known and properly adhered to.
- Purchase all needed training supplies.
- Arrange all required facilities for all training sites, including housing, food, transportation, supplies, etc.
- Update training staff on payroll and per diem issues and distribution times.
- Prepare appropriate documents for payments and reimbursements in a timely manner.
- Maintain an inventory list of all equipment and supplies assigned to the training staff.
- Establish a system for vehicle use and maintenance.
- Establish a petty cash fund.
- Establish a regular system of meetings with the Project Director to discuss budget and other administrative issues.

Implementation Phase

- Continue to manage all administrative systems and contracts to ensure the smooth logistical implementation of training
- Manage the logistical arrangements for the Trainee village live-in
- Update Trainees on the deposit of Trainee and new Volunteer allowances
- Live at the training site

After Training Phase

- Prepare the final training budget for the Training Director to include in the final training report.
- Prepare a final inventory of all training supplies and materials.

Qualifications

Minimum Qualifications

- One year of experience in administration that includes responsibility for monitoring cash flows
- Good communication skills, both oral and written, in the business language of the host country
- Familiarity with host country business practices
- Familiarity with areas in which training will take place
- Fluency in English

Preferred Qualifications

- Experience working on, or participating in, a Peace Corps training
- Experience working logistics for trainings or similar events in the host country
- Fluency in the host-country language

3. Technical Coordinator

Technical Coordinator for Pre-Service Training: Begin date—ending date

Reports to: Project Director

Coordinates with: All training staff and sector APCD

Position Summary: Works closely with the sector APCD to design and implement a professional training sequence of integrated learning activities that will enable Trainees to work effectively in their assignments. Coordinates training activities closely with language/cross-cultural coordinator to ensure an integrated training program.

Duties and Tasks:

Preparation Phase

- Read all relevant program documentation, project plans, prior PST reports, training design guidance, Trainee assessment guidance, and Peace Corps policies.
- Using the task analyses and competencies defined in the project plan, design a technical training curriculum that addresses the Trainees/Volunteers skill needs for the first six months of service.
- Follow principles of hands-on experiential learning in designing technical training and use the approved session design format.
- Develop a budget plan that includes the field trips, resource speakers, and materials needed to best implement the technical training program.
- Recruit resource speakers.
- Work with the logistics coordinator to identify possible sites which are appropriate for the content of technical training.
- Collaborate with the language/cross-cultural coordinator and other technical coordinators to ensure integration of technical training into each segment of training and vice versa.
- Analyze pre-training questionnaires.

Implementation Phase

- Facilitate discussions and act as a resource on all aspects of technical training utilizing Trainees' skills.
- Monitor learning activities and provide feedback to each Trainee at regularly scheduled intervals.
- Meet regularly with the Project Director to evaluate Trainee progress.

- Respond to regular Trainee evaluations of technical training.
- Actively participate in staff meetings by making recommendations for training improvements, including staff morale.
- Provide documentation which supports decisions to recommend or not recommend each Trainee to become a Peace Corps Volunteer.

After Training Phase

- Write and submit a final training report using the approved format.
- Compile copies of all technical training materials and names of resource persons with recommendations for future use in a way that can be easily referenced for the next training.
- Present the technical report to the sector APCD and participate in this and other oral debriefings as required.

Qualifications

Minimum Qualifications

- Demonstrated "stand-up" training skills—the ability to make presentations comfortably in front of a group
- Five years experience in the area of the training component, two of which should be in a developing country
- Training experience, preferably in a setting similar to Peace Corps, or alternatively for host-country technical coordinators, local training in the area of the training component
- Ability to interact with a diverse of Trainees and trainers
- Fluency in English

Preferred Qualifications

- Experience in adult experiential training methodology and materials development in a cross-cultural environment
- Advanced training experience in the area of the training component
- Experience with administration, management, and supervision and working within strict time frames
- Training experience with Peace Corps
- Fluency in the host language

The following documents must be submitted before final payment is issued:

- Completed return travel voucher with receipts (original and two copies)*
- Consultant evaluation form*
- Completed public voucher and contractor's release forms*
- The final training report

(* USPSC only)

4. Language Coordinator

Language Coordinator for Pre-Service Training: Begin date—ending date

Reports to: Project Director

Coordinates with: All training staff

Position Summary: Coordinates the production of the language training curriculum and schedule. Designs and conducts the Language Training TOT. Monitors the language training program during the PST. Coordinates the evaluation of the language training program and the assessment of Trainees performance.

Duties and Tasks:

Preparation Phase

- Coordinate the process of designing/revising the language training curriculum and training schedule.
- Interview, select, and train language trainers.
- Design and run a three- to five- day Language Instructors workshop component for TOT.
- Design/revise an evaluation/feedback instrument for measuring instructors' performance.
- Attend and participate in staff training, which should include goals and philosophy of Peace Corps training, concepts of integrated training, time for refining session plans, and team building.
- Review and analyze Volunteer task analyses, VAD sheets, pre-training questionnaires, and general correspondence to get an up-to-date description of the Volunteers' jobs.
- With Project Director, finalize component training documents for language learning to ensure integration with other components of training.

Implementation Phase

- Implement plan for language training classes.
- Monitor language classes and provide feedback to each trainer at regularly scheduled intervals.
- Meet regularly with the Project Director to evaluate trainer and Trainee progress.
- Respond to regular Trainee evaluations of language training.

- Actively participate in staff meetings by making recommendations for training improvements, including staff morale.
- Provide documentation on Trainee performance in language training, in support of decisions to recommend or not recommend each Trainee to become a Peace Corps Volunteer.

After Training Phase

- Write and submit a final training report using the approved format.
- Compile copies of all language training materials and names of resource persons with recommendations for future use in a way that can be easily referenced for the next training.

Qualifications

Minimum Qualifications

- Training in language instruction, methodology, and materials development, or teacher training
- Demonstrated academic or other qualifications indicating more than speaking fluency in the required language, but an appreciation of the language's grammatical structures and the ability to write
- Fluency in English

Preferred Qualifications

- Experience with Peace Corps language training

5. Cross-Cultural Training Coordinator

Cross Cultural Training Coordinator: Begin date—ending date

Reports to: Project Director

Coordinates with: All training staff

Position Summary: Works closely with the language training coordinator, technical training coordinator, and Project Director to design and implement a professional training sequence of integrated learning activities that will enable Trainees to work effectively in their assignments. Coordinates training activities closely with other coordinators to ensure an integrated training program.

Duties and Tasks:

Preparation Phase

- Read all relevant program documentation, project plans, prior PST reports, training design guidance, Trainee assessment guidance, and Peace Corps policies.
- Using all available resources (human resources and existing training designs), design a cross-cultural training curriculum.
- Follow principals of hands-on experiential learning in designing technical training and use the approved session design format.
- Develop a budget plan that includes the field trips, resource speakers, and materials needed to best implement the cross-cultural training program.
- Recruit resource speakers.
- Work with the logistics coordinator to identify possible sites which are appropriate for the content of cross-cultural training.
- Collaborate with the language coordinator and other technical coordinators to ensure integration of cross-cultural training into each segment of training and vice versa.
- Analyze pre-training questionnaires.

Implementation Phase

- Facilitate discussions and act as a resource on all aspects of cross-cultural training.

- Monitor learning activities and provide feedback to each Trainee at regularly scheduled intervals.
- Meet regularly with the Project Director to evaluate Trainee progress.
- Respond to regular Trainee evaluations of cross-cultural training.
- Actively participate in staff meetings by making recommendations for training improvements, including staff morale.
- Provide documentation which supports decisions to recommend or not recommend each Trainee to become a Peace Corps Volunteer.

After Training Phase

- Write and submit a final training report using the approved format.
- Compile copies of all cross-cultural training materials and names of resource persons, with recommendations for future use, in a way that can be easily referenced for the next training.

Qualifications

Minimum Qualifications

- Demonstrated "stand-up" training skills—the ability to make presentations comfortably in front of a group
- Two to three years of experience as a language trainer or cultural informant
- Ability to interact with a diverse group of Trainees and trainers
- Fluency in English

Preferred Qualifications

- Experience in adult experiential training methodology and materials development in a cross-cultural environment
- Advanced training experience in the area of the cross-cultural training
- Experience with administration, management, and supervision and working within strict time frames
- Training experience with Peace Corps

6. Language Trainer

Language Trainer for Pre-Service Training: Begin date—ending date

Reports to: Language Coordinator

Coordinates with: All language training staff

Position Summary: Conduct language training classes with small groups of Trainees. Follow proscribed curriculum and effectively use a variety of language training techniques and methodologies. Participate in the evaluation of the language training program and the assessment of Trainees performance.

Duties and Tasks:

Preparation Phase

- Participate in a three- to five-day Language Instructors workshop component for TOT.
- Attend and participate in PST staff training, which should include goals and philosophy of Peace Corps training, concepts of integrated training, time for refining session plans, and team building.
- Participate in the preparation of language training materials or resources under the supervision of the language coordinator.
- Participate in the preparation of the training site for the language training program.

Implementation Phase

- Teach language training classes.
- Provide feedback concerning Trainee performance at regularly scheduled intervals.
- Respond to regular Trainee evaluations of language training.
- Actively participate in language training staff meetings by making recommendations for training improvements, including staff morale.
- Participate in the production of documentation on Trainee performance in language training (under the supervision of the language coordinator) which supports decisions to recommend or not recommend each Trainee to become a Peace Corps Volunteer.

After Training Phase

- Contribute to the production of a final language training report.
- Participate in the compiling and storing of language training materials for future use.

Qualifications

Minimum Qualifications

- Demonstrated academic or other qualifications indicating more than speaking fluency in the required language, but an appreciation of the language's grammatical structures and the ability to write
- Some fluency in English

Preferred Qualifications

- Experience with Peace Corps language training

VI. PST Preparation Checklist

Overview

The preparation phase of PST design and development is crucial to the success of the program. Once the personnel for the training program have been recruited and hired, each has a specific collection of activities and responsibilities which must be addressed or accomplished. The specified time frame for each activity or responsibility is negotiated between the Training Manager and the staff person. This checklist of activities and responsibilities must be carried out within that specified time frame and integrated with the preparations of the other training staff members.

The need for clarity and effective coordination is integral to the successful completion of the preparation checklists. This coordination occurs at many levels of the training staff and should be addressed in the checklists themselves!

The actual planning needs for a particular training, the titles of the training staff members, and the oversight responsibilities and titles of country staffs will vary country to country and training to training. The following list, synthesized from training materials created over the years, serves only as a guide. It is based on the premise that each country program has a Country Director (CD) who delegates responsibility for training to a Training Manager (TM). The Training Manager coordinates all aspects of training and works closely with the country Administrative Officer (AO) and project APCD in this regard. The Training Manager also hires a training staff to implement the PST. A typical training staff includes a Project Director (PD) to coordinate all aspects of the PST, a logistics coordinator (LC), a language and cross-cultural coordinator (LCC), and one or more technical coordinators (TCs).

Use the following checklist as a guide. Copy it from the training supplement disk and save it as a document called "PST planning checklist - PC standard." Then edit it according to the needs of your normal PST and save it again as "PST planning checklist—*country* standard."

Before each training cycle analyze it again according to the needs of the upcoming PST. When you are satisfied the checklist meets the needs of the PST, make copies of it for distribution to all training staff. In this way all relevant country and training staff can refer to it throughout training and appreciate where they are, both individually and as a group, in the planning process. For instance, the country director can glance down the list and then query the Training Manager on the status of a particular task. Similarly, a language instructor will

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also be aware of where the planning process should be at a particular time and will thus feel (s)he is a part of an integrated planning effort.

It is recommended that the Project Director begin four weeks before the PST, language and cross-cultural coordinator and technical coordinators three to four weeks before, and other language and technical staff three weeks before. Each Pre-Service Training event should have a Training of Trainers (TOT) workshop of one to two weeks that begins three weeks before the PST and includes a language workshop of three to five days. (When and where possible, it is suggested that some training staff members be put on annual contracts to maximize consistency of planning and design from program to program.)

A good tool to use in conjunction with this checklist is a large calendar on flipchart paper, with post-it notes indicating daily activities. In this way, target deadlines and meetings are available for all to refer to, and in a format that can easily be adjusted as realities cause changes.

The importance of establishing a regular system of meetings can not be overstated. There will always be something to do. If time can be blocked off for coordinating planning efforts, you will save large amounts of time and frustration trying to organize meetings at the last minute.

The checklist operates under the following assumptions:

- The first activity of each member of the training team, whether or not (s)he has worked on a country training program previously, is a meeting with his or her supervisor. These meetings should establish good rapport and a good understanding of procedure and the chain of command. This meeting should include a thorough review of the contract and statement of work and should inform the new staff member of important administrative tasks, such as the schedules for paying salaries and per diem.

- Besides meetings, each member of the training team is given briefing materials to read and designated time to read and digest them. Materials should include information on the country program, the relevant project plan(s), and past PST reports.

Many of the assumptions above do not apply to those country programs that employ training companies as full-time contractors. This does not mean that the checklists that follow will not be of use. It is recommended that the training contractors use the checklists to review their current practices and procedures and adjust their preparation practices (if needed) accordingly.

Preparation Checklist Arranged by Time and Activity

Starting four to six weeks from the arrival of Trainees—

Six Weeks Prior

- ❑ Project Director meets with country director, Training Manager, and relevant APCD(S) to discuss CD expectations for training and CD vision for country program. Establish positive working relationship. Discuss general ideas.
- ❑ Project Director meets with in-country staff to discuss specific goals of training, expectations of staff and Trainees, hours of instruction, and training content, and to establish a planning calendar, including a schedule of meetings.
- ❑ Project Director meets privately with available current Volunteers. (PD privately.)
- ❑ Develop and present a proposed PST design strategy to in-country staff. (PD [lead] with TM and APCD.)
- ❑ Develop and present a proposed Training of Trainers (TOT) workshop training program to in-country staff. (PD [lead] with TM and APCD.)
- ❑ Finalize a Draft TOT workshop training program. (PD [lead] with TM and APCD.)

Five Weeks Prior

- ❑ New staff meet and review documents (Assumption 2).
- ❑ Senior training staff meet to discuss the draft strategy, plan, and design of the TOT workshop; to discuss strategy for designing each PST component, including standards of session designs and reporting criteria; and to establish norms and future meeting times. Include in this meeting discussion on the goals and philosophy of Peace Corps training and establish the concept of integrated training. (Senior training staff and TM.)
- ❑ Interview and select final candidates for TOT workshop participation. (PD and TM.)
- ❑ Finalize Training of Trainers workshop strategy, plan, and design, including responsibilities for each session. (Senior training staff and TM.)
- ❑ Finalize qualification criteria for the selection of trainers at the conclusion of TOT. (PD and TM.)

- ❑ Interview and select language instructors to participate in TOT. (LC, PD, and TM.) CD should meet with each finalist before contract is offered.
- ❑ Design three- to five-day language instructors workshop component for TOT. (LCC.)
- ❑ Design an evaluation/feedback instrument for measuring instructors performance to be discussed with instructors at workshop.
- ❑ Continue to review/research relevant training material and to assess needs for training.

Three to Four Weeks Prior

- ❑ New staff meet and review documents (Assumption 2).
- ❑ Finalize all aspects of TOT workshop.
- ❑ Meet appropriate government ministry officials, sponsors, and other project contacts to discuss their expectations of Volunteers and their input into the training program. Participants will vary greatly depending on the established country protocols for such meetings. However, most meetings should include at least one member of the permanent Peace Corps country staff.
- ❑ Review Trainee task analyses and current and past Volunteer reports, and begin to finalize Pre-Service Training design, including goals, objectives, and schedule. (Component coordinators working on individual sections with PD managing process.)
- ❑ Review training budget with AO and establish agreement on all administrative procedures, including deposit of Trainee allowances, paying of bills, managing petty cash, etc. (AO, TM, PD and LC.)
- ❑ Review arrangements and commitments made by Peace Corps for housing, food transportation, village/communities, etc. Negotiate and finalize cost, payment schedule, acceptable forms of payment (cash or purchase order). Begin preparing necessary paper work. (AO, TM, PD, and LC.)
- ❑ Prepare purchase orders for food, transportation, lodging, per diem, etc., as necessary. Prepare and submit cash needs schedule to APCD/Admin. (LC.)
- ❑ Establish vehicle policy. (LC with PD and TM.)
- ❑ Evaluate training center facilities needs such as beds, sheets, stoves, kitchenware, typewriters, etc. Based on assessment, begin to purchase necessary articles.
- ❑ Prepare material procurement list.
- ❑ Review training budget with senior training staff and discuss impact on planning individual components. Establish roles and responsibilities of technical coordinators and logistics coordinator for requesting budget support. (Senior training staff and TM.)
- ❑ Negotiate and finalize all site arrangements, i.e., sleeping quarters, offices, supplies, etc.
- ❑ Inventory language, cross-cultural, and technical training materials and assess needs for additional materials. (Senior training staff.)

- ❑ Inventory all Peace Corps training supplies. (LC leads process but discusses supply needs with all training staff.)
- ❑ Interview and hire kitchen staff, guards, laundry help, typist for training center. (Make sure kitchen staff obtain proper immunizations and instructions on food handling.) (LC.)
- ❑ Finalize selection of any needed technical trainers. (PD, TM, and technical coordinator.) CD and APCD should meet with each finalist before contract is offered.
- ❑ Finalize all arrangements for Training of Trainers workshop. (PD guides process.)
- ❑ Manage the PST planning process by continuing to review schedules and deadlines for delivery of documents and reports, pertinent administrative procedures and communication channels to be followed. (PD.)
- ❑ Visit all training sites. LOOK & TEST. Imagine all contingencies. (LC.)
- ❑ Begin planning for village/community-based portion of training. Assess needs and make contact with community leaders. Discuss length of stay, Peace Corps' and communities' expectations, housing needs, payment, etc. (LCC with LC.)
- ❑ If no village-stay portion of training, begin planning site visits and/or "On the Job Orientation." With APCD, compile list of potential sites and send letters to Volunteers and/or host supervisors inquiring whether they could/would host a site visitor. Be sure to include dates and length of stay. Make sure planning and budget issues are discussed with AO so that travel and per diem money can be ordered. (LC.)
- ❑ Monitor the preparation of training session plans and schedule, ensuring the inclusion of final and intermediate training objectives in each segment of training and integration with other components. All training session plans and materials should be received by Project Director at least 12 days prior to start of training. (PD coordinating.)
- ❑ Meet with Peace Corps Medical Officer (PCMO) to discuss and design personal health maintenance components of training. Ensure integration with other components and adequate documentation of the medical component. (PD, TM, and PCMO.)
- ❑ Design and practice with all staff: evaluation systems, assessment processes, and selection models. (PD, following country and regional practice if standardized.)
- ❑ Review and analyze Volunteer task analyses, VAD sheets, pre-training questionnaires, and general correspondence to get an up-to-date description of the Volunteers' jobs. (All senior training staff.)
- ❑ Review Volunteers' evaluations of past training program and recommendations for future programs. (All senior training staff.)
- ❑ With prior approval of Project Director, interview appropriate Peace Corps staff and Volunteers regarding specific technical, cultural, language, and other training needs of Volunteers. (LCC and TCs.)
- ❑ Begin organizing technical training site (if done outside of training site). Compile list of all supplies, materials, and transportation needed. Outline all logistical considerations. Submit list of needed supplies for purchase to LC. (TCs with PD and LC.)

- ❑ Begin to compile training component documents, especially training sessions and relevant sequential scheduling. (LCC and TCs.)
- ❑ With the assistance of Project Director, prepare final draft of training session plans with final and intermediate objectives for each training activity. All training session plans should be turned in to Project Director at least 12 days prior to start of training. (LCC and TCs.)
- ❑ Review and become familiar with methodology for Trainee language evaluation. (LCC.)
- ❑ Identify potential resource people. (LCC and TCs.)
- ❑ Finalize all component training needs. (LCC and TCs with TM, PD, and APCD.)
- ❑ Continue to review/research relevant training materials, and to assess training needs. At the end of this period the PST calendar should be in final draft form.

Two Weeks Prior

- ❑ Completion of meetings with and review of documents by new staff.
- ❑ All components finalized. (LC and TCs under leadership of PD.)
- ❑ Finalize with PCMO the medical orientation plan; set up the immunization schedule; collect and organize medicines; procure a first aid kit; and plan medical emergencies procedures with the PCMO. (PD and TM with PCMO.)
- ❑ Present final draft training schedule to country team. An overview presentation on general training flow should be followed by a detailed discussion on the timing and impact of Peace Corps staff presentations and the timing of high-level guest presenters. Obtain firm commitments from PC staff. Plan for this presentation to take an entire morning; however, monitor time closely. (Senior training staff with CD, TM, and APCD.)
- ❑ Insure all guest presenters are well briefed. (TCs.)
- ❑ Prepare a Draft Training Welcome Packet. (PD, with other training staff.)
- ❑ Review all outstanding organizational, material, and logistical arrangements with training staff. (PD and LC with all training staff.)
- ❑ Continue purchase and stockpiling of supplies for transport to training center. (LC coordinating.)
- ❑ Determine ahead of time how individual rooms will be assigned and what arrangements will be for offices and library.
- ❑ Finalize training schedule and all session designs under principle of integrated training. (LCC and TCs under PD leadership.)

One Week Prior

- ❑ Meet with kitchen staff to finalize food preparation and handling, diet, and verification that proper immunizations of kitchen staff have been performed to satisfaction. (PD, LC, and PCMO.)

- ❑ Finalize Training Welcome Packet. (PD coordinating.)
- ❑ Finish preparation of training visuals and flip charts. (All training staff.)
- ❑ Reconfirm Trainee arrival arrangements and transport; if necessary prepare official letters to airport authorities under Country Director's signature. Plan for arrival of Trainees, including coordinating activities with Peace Corps staff.
- ❑ Conduct final training and country staff orientations to insure smooth coordination, including the upcoming schedule, staff responsibilities, vehicle policies, leave policies, payroll scheduling, Peace Corps policies, and finalization of the training documents, reporting systems, reimbursements, etc.
- ❑ Move to training center. Begin set-up of kitchen, offices, library, classrooms, sleeping quarters, shopping schedule, laundry operations, etc. (LC.)
- ❑ Make sure all budgetary and administrative issues are finalized. (LC with AO.)
- ❑ Continue refining sessions and developing learning and teaching materials and aides. Begin duplication. (All training staff.)
- ❑ Ensure all materials are organized and packed for shipment to training site.
- ❑ Reconfirm all dates and times with guest presenters. Send written confirmation. (LCC and TCs.)

Additional suggestions

Hire a typist and/or logistics assistant who can provide invaluable assistance in meeting deadlines by typing, collating, and reproducing any needed training materials; by coordinating with the training staff the preparation of materials; by preparing purchasing orders; by making reservations and appointments; by setting up the training center; and by establishing and managing filing systems. The month before each PST can become quite hectic and being able to delegate these details can be helpful.

Similarly, a driver or a good vehicle policy can also be helpful, especially for posts that share vehicles with the Peace Corps office. Drivers can also help meet deadlines by collecting purchases and moving equipment, ensuring vehicles are in proper working order, packing training items, and assisting in duplication of training materials.

Kitchen Help

Since many programs have established training sites and/or contract meal preparation, the checklist for managing food preparation at site is given separately as follows:

Food Preparation Management Checklist

- ❑ Inventory available kitchen supplies, assess needs based on assessment, compile list of needed supplies for logistics coordinator.
- ❑ If Training Center is vacant, begin cleaning kitchen/dining facilities. Make sure all equipment is in working order. If gas is used, make sure there is plenty of gas. If wood is used for cooking, begin stock piling wood.
- ❑ Inventory all supplies to make sure enough is available (chairs, cups, spoons, tables) for the largest number of staff, Trainees, and guests possible. Identify water source. Check storage facilities.
- ❑ If kitchen is to operate for staff training, begin plans for cooking during staff training. Identify and order food and other supplies.
- ❑ Security personnel begin general cleaning of training center. Cut grass, secure locks on doors and windows, etc.
- ❑ Chief cook begins planning weekly menus for training program and TOT. Where possible make bulk purchases, i.e., rice, flour, oil, etc. Compile lists for logistics coordinator.
- ❑ Meet with TM, PD, LC, and PCMO to discuss weekly menu, food preparation/handling, and meal and snack schedules.
- ❑ With logistics coordinator discuss daily and weekly purchasing of food.

VI. Trainee Assessment and Qualification Process

The Trainee assessment process is intended to allow Trainees and staff to mutually determine if it is in the best interest of the Peace Corps and the Trainee for that person to be sworn in as a Volunteer.

Trainee assessment is a *process*. It is designed to help Trainees recognize their successes and pinpoint the skills they need to improve, and to help the training staff identify ways to assist the Trainees in attaining the training objectives. The procedure for assessment includes ongoing personal reflection and self-assessment by the Trainee and informal conversations with staff and peers. It also includes a more formal procedure comprising a series of interviews with training and/or country staff members.

The assessment process is a *required* component of the PST. This section provides both required and recommended guidelines for implementing the assessment process.

Trainee Assessment/Qualification Criteria

Every Pre-Service Training program must have clearly defined qualification criteria with which to assess Trainees. These criteria must be based on the task analysis for each Volunteer assignment and should include technical, language, cross-culture, and health/personal safety requirements. Concrete behavioral objectives and/or competencies must be developed so that Trainee progress can be monitored and assessed throughout the PST, and so that final decisions regarding suitability for Volunteer service can be determined. Trainee progress toward achieving training objectives and competencies should be well- documented and discussed with them on a regular basis.

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Trainees must receive an orientation to the Trainee assessment process. This should be done at the outset of training, both in writing and through discussion of the process in a training session. It is recommended that during this session the Trainees be involved in the development of the indicators against which they will be assessed and in determining how and when (periodically) their progress will be assessed. Often, the Trainee assessment process is combined with the PST evaluation process. In this way the Trainees feel that assessment and evaluation are "two-way streets" in which both Trainees and training staff are regularly assessed, in an agreed upon format, against established criteria.

Preliminary Trainee awareness of the training objectives and the assessment process can be achieved through their inclusion in the VADS and/or invitation materials sent by the country and the region. This requires coordination on the part of the in-country staffs, Country Desk Units (CDUs), regional Programming and Training Units, and the Placement Office.

Trainee Files

The information collected on an individual Trainee should be kept in a file available to the individual Trainee. The files should be regularly reviewed with the Trainees as a means of providing feedback and monitoring progress.

At the close of training, relevant material (Trainee language scores, personal goals and plans, recommendations for technical In-Service Training, and documents showing intent for further language or technical studies) should be transferred into the Volunteers' permanent files with the country staff.

Trainee Assessment Process

The characteristics of a complete Trainee Assessment Process are listed below:

During the first three days of training, the Trainee will be informed in writing and verbally (in the PST handbook or syllabus and reviewed during a training session) of the following:

- Qualification criteria
- The assessment process: when, who, what and why

- The consequences of non-achievement of criteria or violation of country- specific behavioral guidelines
- Grounds for administrative separation
- Training-, site-, and country-specific behavioral guidelines
- The right of appeal in case of administrative separation

The assessment process has the following characteristics:

- The same process applies to all Trainees.
- The assessment process is based on a feedback model.
- The Trainees are actively involved in self-assessment.
- The opportunity to modify behavior exists: Trainees receive feedback and concrete suggestions for improving behavior within a certain time frame.
- The criteria are easily monitored and realistic.
- The criteria and assessment results are available to the training staff and Trainee.
- Training staff are trained prior to PST in the Trainee assessment process.
- The process includes clear, accurate, and objectively verifiable documentation.
- The process models professionalism and open communication.
- The process rewards positive behavior.
- The process builds confidence.
- The process is designed to de-select based on non-achievement of criteria.

The framework for the assessment process must be agreed upon at the beginning of the PST. A successful model that can be used or adapted as necessary by the training staff and Trainees consists of a series of progress reviews between the Trainee and a member of the training staff. It is generally recommended that the Project Director and the Coordinators conduct the progress reviews and that the same training staff member meet with the same Trainee for each interview. Below is the purpose or focus of each of the interviews.

Initial interview

- Get to know each other and establish a good rapport.
- Ask/answer Trainee's questions re: training, the assessment process, etc.

Mid-training progress review (for second and third interviews)

- Discuss Trainee's self-assessment.
- Discuss staff members' assessment of Trainee's progress.
- Establish goals for continued Trainee development.

Final interview

- Provide a summary of previous interviews.
- Discuss the overall assessment and recommendations for continued development at site.
- Discuss Trainee's overall assessment of training.

In order for this model to be effective, it is necessary for the training coordinators and the Project Director to review the progress of each Trainee prior to each interview. The progress report to the Trainee will integrate the Trainee's achievement in all areas of training. Likewise, the Trainee's self-assessment should be communicated to all training coordinators.

In order to facilitate the effectiveness of the self-assessment process, each Trainee should be encouraged to keep a notebook or journal of his or her progress during the PST.

Suggested Trainee Qualification Criteria

Language

To qualify for Volunteer service, the Trainee, upon completion of training, will

- Demonstrate satisfactory achievement of critical language competencies as identified by each Peace Corps country program, based on the project plan, as defined in PST language objectives.
- Reach a minimum Oral Proficiency Interview score (ACTFL rating), as determined by the post/region.
- Produce a plan and demonstrate skills for continuing language learning at site.

Suitability/cross-cultural

To qualify for Volunteer service, the Trainee, upon completion of training, will have demonstrated

Motivation

The Trainee's motivation should provide a balance between an enlightened self-interest, which acknowledges the gains the applicant expects, and an altruistic humanitarian values system, which allows the person to fulfill a personal obligation to help others. Motivation will be demonstrated by the following behaviors:

The Trainee will

- Be punctual.
- Participate actively according to own personal style.
- Try new behaviors.
- Persevere in difficult situations.
- Request feedback.
- Initiate interaction with Host Country Nationals (HCNs).
- Make inquiries about the country and job assignment.
- Complete assignments.
- Persist in difficult situations.

Emotional maturity

Volunteers are exposed to unfamiliar and often stress-producing environments without the cultural and other familiar support systems which have provided them emotional security in the past. Volunteers must, therefore, possess a strong attitude about self and self-confidence in order to deal effectively with the new and unfamiliar situations. Emotional maturity will be demonstrated by the following behaviors:

The Trainee will

- Respond constructively to feedback.
- Discuss/express his or her own feelings and needs.
- Respond to others' feelings and needs.
- Demonstrate an ability to balance personal needs with those of others, PC, and the host country.
- Demonstrate strategies to deal with stress.
- Demonstrate the ability to take responsibility for his or her own behavior.
- Admit mistakes.
- Verbalize his or her own strengths and weaknesses.

Ability to adjust

The Trainee will

- Adapt productively to new environment.
- Participate with community and host family.
- Try new behaviors.

Social sensitivity and appropriate communication

To perform successfully as a Peace Corps Volunteer, an individual must possess a high degree of social sensitivity. A number of traits, characteristics, and behavior patterns combine to form the indicators of social sensitivity, including respect and empathy, cultural awareness, interaction skills, and the ability to

adjust. Social sensitivity and appropriate communication will be demonstrated by the following behaviors.

The Trainee will

- Demonstrate active listening skills.
- Interact and sustain conversations with host country nationals.
- Resolve conflict effectively.
- Disagree without offending.
- Avoid stereotyping and judgmental statements.
- Dress appropriately for the situation.

Cultural awareness

The Trainee will

- Describe/discuss basic history, anthropology, geography, economics, politics, and folklore of the host country.

- Demonstrate awareness of social norms, i.e., gender, family, work, etc.

Productive competence

This is defined as the way in which the Volunteer is able to transfer skills to a counterpart or counterparts. Implied in this definition is the relative ability of the Volunteers to set goals; identify, analyze, and solve problems; employ effective methods of communication; and bring skills and resources to bear on problems. Productive competence is demonstrated from the following behaviors.

The Trainee will

- Ask appropriate questions.
- Demonstrate problem-solving skills.
- Set goals.
- Develop a variety of strategies for dealing with various situations.
- Ask for clarification when appropriate.
- Help the group stay on task.

Technical and work orientation

The Trainee will

- Demonstrate technical competency, in a culturally appropriate manner, in the work setting.

- Use non-formal education techniques in technical demonstrations to transmit knowledge to the people in the community, using a variety of teaching methodologies.
- Identify strategies to effectively organize community groups and increase community participation in projects.
- Discuss strategies for ensuring that community members are included in the design, implementation, and evaluation of projects.
- Assess personal skill and knowledge levels in relation to competencies required to work effectively within the Host Country Agency infrastructure.
- Describe the host-agency hierarchy (if applicable).
- Explore and discuss roles and responsibilities of supervisor, officials, co-workers, and self, and the ambiguities and uncertainties involved in these relationships.
- Identify problem-solving strategies with respect to country and agency protocol.
- Demonstrate the ability to work with people of widely varying educational and social backgrounds, using appropriate forms of address and levels of language.

Health and safety

The Trainee will

- Demonstrate regard for, compliance with, and understanding of medical, safety, and emergency policies, procedures, and systems.
- Demonstrate basic understanding of host-country laws.
- Demonstrate understanding of host-country sociosexual norms and how they apply to the Peace Corps Trainee's personal safety.
- Demonstrate understanding and application of stress/culture shock identification and management techniques.
- Demonstrate understanding and application of endemic disease (control/safety measures) and health conditions.

VIII. Training Evaluation Guidelines

Overview

Evaluation is an integral part of all Peace Corps activities. As an organization we must continuously review and evaluate the performance and effectiveness of staff, projects, procedures, and training. The process of evaluation does not change from one area to another. Evaluation must be planned for, designed, and carried out following a certain time frame and cycle. The information gathered through evaluation must be reviewed and analyzed. Conclusions must be drawn and actions taken in response to those conclusions. The cycle must be repeated over and over again to give the organization an opportunity to improve over time.

Training is an intervention that is designed to bring about a change in the participants. Training evaluation is the tool we use to gauge whether or not the desired change has taken place as a result of the training program and whether the desired change was, in fact, the change that was needed.

The purpose of Peace Corps training is to prepare Trainees and Volunteers for the technical, cross-cultural, language, and health/safety challenges they will face during their service. During PST, Trainees gain the fundamental competencies required to succeed as PCVs. Ongoing, developing, and time-specific needs are met through structured in-service events (ISTs).

Evaluation plays a role in assuring the effectiveness of all training events. It permits us to

- Assess and adjust the quality and relevance of our training, so that PCVs have the best possible preparation and ongoing support for their assignments.
- Establish improved standards, policies, and procedures.
- Plan complementary or more effective training for the current group of Trainees or PCVs.
- Plan more effective training for future cycles.
- Maximize available resources, both human and material, in future trainings.

- Identify how effectively we have made linkage between the project PGOMT and training activities, and identify areas that may still need to be addressed.

General Principles

Evaluating a training program allows the training staff to know immediately how successful they were in meeting the Trainees' needs. It also provides a basis upon which to make recommendations on needed modifications for upcoming training sessions and activities, as well as for future training programs. A good evaluation process will solicit feedback from the primary users, the Trainees, as well as from staff. The Trainees experience the training program firsthand and have a valid perception on its quality and on the training staff's skills. Simply asking them what they thought of the program will lead to vague and usually useless responses. Instead, Trainees should be given a clear, concise questionnaire that allows them to share comments while also responding to specific questions regarding training materials, methodologies, and experiences. Designing an evaluation process that elicits valuable information can be more time-consuming and difficult than it appears. Each Peace Corps country staff should develop a complete evaluation process that can be modified and improved based on feedback concerning its usefulness and proven appropriateness.

Under PATS, evaluation of Peace Corps training should follow certain principles:

- All Trainees and all staff involved in a training event should participate in evaluation activities.
- The ultimate success of any training event should be measured by the extent to which the event prepared, or assisted, the future or current PCV to demonstrably acquire the competencies (knowledge, skills, and attitudes) necessary for performing his or her job.
- Trainees should be assessed on acquisition and consistent demonstration of technical, linguistic, and cross-cultural competencies included in the training plan.
- Trainee-prepared evaluations at the end of PST should provide feedback on methodologies and processes, as well as self-perceived readiness to undertake the PCV assignment. This feedback, though useful, may be subjective, and must therefore be used judiciously in changing future trainings.

- Participant-prepared evaluations at the end of ISTs provide opportunities for PCVs to critique the technical content of their PST, based on actual experience.
- Training evaluation results should serve as a blueprint for action. They should be translated into follow-up steps touching on training design, project plan adjustment, and PCV support.
- The degree of HCA involvement and support in PSTs and ISTs should be evaluated at the time of training, and used during project reviews or evaluations as an indicator of project viability.

Focus of Training Evaluation

While Peace Corps is interested in finding out how "satisfied" participants or trainers are in a training event, its main concern is in determining actual effectiveness and usefulness of training. Elements that need to be examined include content, process, management, and outcomes.

Content

- Did the training content delivered correspond to the planned content?
- Was the planned training content in fact the correct content for achieving the intended competencies? For implementing the project PGOMT?
- Was the content sufficient and complete for achieving the intended competencies?

Process

- Were the methods and activities used appropriate to the subject of the training and varied enough to provide opportunities for Trainees with all learning styles?
- Did training respect adult learning principles and model behavior that PCVs could use with counterparts, students, or community members?
- Was the pace of training appropriate for the competencies to be mastered and the entry skills of the Trainees/PCVs?

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- Were the various training components integrated (e.g., technical vocabulary and situations introduced and practiced in language training)?
- Did the training activity involve a successful PC-HCA collaboration?
- Were the trainers skilled in their subject matter and in their use of adult training principles?
- Was a positive, supportive, and fair learning environment created and maintained?

Management

- To what extent did the following aspects of management help or hinder achievement of training goals: scheduling; personnel; physical environment, including training site, accommodations, and classrooms; support services such as medical services and counseling; logistics, such as transportation, mail, and messages; quality/quantity of food?

Outcomes

- How adept are the Trainees/PCVs at demonstrating mastery of the desired competencies? In terms of self-evaluation? In terms of evaluation by training staff?
- How prepared are the Trainees/PCVs in terms of their technical skills, language abilities, interpersonal skills, and cross-cultural skills/adaptation? Their ability to work at site and to interact successfully in their communities? Both self-evaluation and evaluation by training staff are appropriate here.
- Do the Trainees display the characteristics that mark successful PCVs: motivation; productive competence; emotional maturity; respect, empathy, and social sensitivity; cultural awareness; and ability to adjust?
- What is the impact of the training? Once at post, are the PCVs able to implement the competencies developed during training? Do these competencies correspond to what is necessary to perform project tasks effectively and to achieve progress on the PGOMT?
- What considerations for future trainings are indicated, based on outcomes? For example, based on the application of PST competencies at site, what IST activities may be of primary importance?

- Do the results of the training or of their implementation at site suggest consequences for the PGOMT?

A complete training evaluation process elicits both formative and summative evaluation data. Formative data are gathered periodically (perhaps weekly or bi-weekly) and is used to gauge how the training is progressing and to make adjustments or corrections to the program.

For example, Trainees may make a comment concerning the schedule, that it is too crowded or that they would like more time for one component over another. This information can be used to examine the schedule and perhaps make an adjustment. Another example would be if a trainer received some negative reviews by Trainees during the program. The Project Director could review those comments with the Trainer, provide constructive feedback and help the Trainer to make improvements immediately. This kind of feedback system helps the training staff to make crucial adjustments to the training as it progresses and gives the Trainees a chance to influence their own training in response to their needs and experience.

Summary evaluation data are gathered and used to assist in the production of better training programs in the future. This can be a synthesis of the formative evaluation data or/and additional data collected at the end of the training.

Some examples of this kind of the evaluation data and its impact would include the following:

- Despite efforts to address its shortcomings during the PST, the training site is found to be seriously deficient by the Trainees and the training staff; therefore, it is not used in the future or it is used only if major changes or repairs are made

- The overall schedule is seen as deficient in the number of hours dedicated to language training competencies attempted; therefore, in the next training more hours are dedicated to language training to accomplish the same number of competencies, or the number of competencies, is reduced (and perhaps added to in-service training).

- One or more trainers are given consistently negative reviews by the Trainees (and perhaps training supervisors) and have not been able to improve; therefore, they are not hired to work in the next training program.

The process of evaluation often becomes tedious for those who are asked to evaluate. One way of alleviating this is to vary the method used to gather the information.

Examples of different methods would be

- Written evaluation forms that are filled out individually.
- Written evaluation forms that are filled out by small groups of Trainees (perhaps divided by project or other means).
- Verbal evaluations done at community meetings.
- "Common evaluations,"which allow all participants to write down their thoughts on the same form. (This can be done by writing evaluation questions on a flipchart and leaving it up for a period of time so that all participants have a chance to read what has been written and to contribute their own ideas.)

A quality evaluation can be extremely useful when everyone involved feels the information solicited is relevant and will have an impact on their own training program and future training programs. Therefore, care needs to be taken in introducing the evaluation process to Trainees and in summarizing the data from the completed forms.

The results should be included in the periodic and final reports that are given to the in-country staff. They should then be able to assess how training went and to develop plans for future training programs. This process must be separated from any selection process for the Trainees, and it must be understood that their assessment will in no way influence their becoming a Volunteer.

In the case of *Contract training* the evaluation of training is carried out by the training contract company. The Training Director is responsible to make sure the contractor follows guidelines and standards for evaluation set down by Peace Corps. A report on the evaluation process and system and its results must be delivered by the contractor to the Contracting Officer's Technical Representative (COTR). This is usually contained in the PST report.

IX. Training Staff Performance Appraisal

Overview

The appraisal of training staff performance is an integral piece of the training appraisal process. The system used for this appraisal should not vary from country program to country program or from region to region. Just as Peace Corps full-time staff are appraised on a regular basis, using standard formats, so should short-term contracted training staff be appraised. This section will outline the required process and components of the appraisal system.

Each training staff member and support staff member must receive a performance appraisal at the end of the PST. This appraisal is to be completed with the staff member and is to benefit both the staff member and the in-country staff. An appraisal can also be done at the end of the TOT in order to give the trainer insight into their strengths and weaknesses and help them to focus on improving during the PST.

Peace Corps relies heavily on the use of Personal Service Contractors, and therefore needs a standard means by which to judge their skills and training capacities. An accurate performance appraisal will point out the strengths and the weaknesses of each staff member. The presence of weaknesses does not preclude a trainer or staff member from being used in other training programs. Noting this information will, however, help a country staff better balance their training staff in future programs. Likewise, an appraisal will benefit the training staff by helping them to know their own areas of expertise and strengths. This appraisal process should be conducted throughout the training program, giving each staff member relevant feedback and opportunity to increase his or her own skills.

The above information reflects only the USPSC and PSC trainer reality. It does not address the aspects of trainer performance appraisal that may be unique to the reality of contract training experienced by some of the country programs. With contract training, the performance appraisals for individual trainers are handled by Training Managers and supervisors who work for the contracting company, which in turn is working for Peace Corps. One Peace Corps staff member is designated as the COTR (Contracting Officer's Technical Representative), who is responsible for monitoring the performance of the contractor and making sure that the contractor is effectively appraising the performance of its trainers.

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Training Staff Roles and Responsibilities

The responsibility for preparing and carrying out the appraisal of trainers performance lies with the coordinators on the training team and the Training Manager.

- The *PST Project Director* is responsible for making sure the appraisals for all staff are carried out following the proper process and guidelines. S/he is also responsible, in conjunction with the Training Manager, for conducting the performance appraisals for all training coordinators.
- The *Language Coordinator* is responsible for organizing and carrying out the appraisal of all the language trainers, in conjunction with the Training Manager.
- The *Technical Coordinator* is responsible for carrying out the appraisal of any technical trainers, in conjunction with the Training Manager.
- The *Training Manager* is responsible for carrying out the appraisal of the PST Director and collaborating on or carrying out the appraisals of any USPSC technical trainers.
- The *Training Manager* is also responsible for sending the USPSC performance appraisals to the regional P&T Unit.

Copies of all performance appraisals must be kept on file in the Peace Corps Office with the Training Manager or Program and Training Officer (PTO). These files should be kept as a permanent record and reference.

In the case of *Contractor training* the roles are slightly different. The Training Director of the contracting company is responsible for coordinating the appraisal process for all trainers and for conducting the appraisals of all training coordinators. These appraisals are then kept on file with the contractor and are made available to the COTR upon request. The COTR is responsible for carrying out the overall evaluation of the contractor.

Performance Appraisal Checklist

Performance Appraisal Checklist

1. Producing appraisal criteria

- ❑ Complete job description.
- ❑ Complete statement of work.
- ❑ Derive performance appraisal criteria from job description and SOW.
- ❑ Add additional criteria if necessary.

2. Appraisal activities and process

At the beginning of the contract period

- ❑ Review job description and SOW with staff member to be appraised.
- ❑ Review appraisal form and content with staff member.
- ❑ Review appraisal process with staff member—including the timing of appraisals and feedback process.

At the end of the TOT

- ❑ Review trainer performance and highlight areas of strengths and weaknesses.
- ❑ Assist trainer in outlining plan to address areas of weakness with additional skill-development during the PST.

At the mid-point of the PST (approximately)

- ❑ Review performance in major appraisal criteria areas (include review of any written evaluations by Trainees that have been done up top that point).
- ❑ Identify any weaknesses and work with trainer to develop action plan to address them by the end of the PST.

At the end of the contract period

- ❑ Complete appraisal for trainer.
- ❑ Ask trainer to do self-assessment using same form.
- ❑ Meet with trainer to discuss the content of the appraisal.
- ❑ Give trainer opportunity to comment (in writing) on the contents of appraisal.
- ❑ Final version of the appraisal signed by supervisor and Trainee.
- ❑ Place final appraisal in personnel file.
- ❑ Final appraisal forwarded to the regional P&T Unit*

(* USPSCs only)

Example USPSC Performance Appraisal

Below is an example of a Performance Appraisal form for a USPSC trainer. In this case it is a PST Director. The content of the form is specific to a PST Director, but content from the USPSC trainer job description can be substituted.

This form is used for both the in-country record and for submission to the regional P&T Unit. The form must be signed by the Training Manager *and* the Country Director. The completed form must be received in the Regional Programming and Training Unit at headquarters before the consultant will be issued the final payment for the contract.

USPSC Evaluation Cover Sheet

Date:_____

USPSC Function/Title:_____

Name of Contractor:_____

Home Address/Telephone:_____

Regular Job/Office Title/Address/Telephone:_____

Country/Program Number/Title:_____

Dates Worked:_____

PC contracts worked prior to this:_____

Education/languages:_____

Summary of Contractor Responsibilities

Contractor name:_____

Title/Function:_____

Soon after arrival in country the contractor and his/her immediate supervisor should review the SOW in the contract together. Based on the SOW and the known realities of the in-country situation, they should determine the primary responsibilities of the contractor. These responsibilities should be stated briefly, each one beginning with an action verb. Please list the responsibility statements below in descending order of importance.

Responsibilities:

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

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Evaluation of Contractor Personnel

This form should be completed by the contractor's immediate supervisor and reviewed, discussed, and signed jointly. This should be the culmination of an ongoing process of evaluation and feedback.

Please respond to the following questions with as much information and detail as possible:

1. In relation to the stated responsibilities and the contractor's SOW—

   A. Did the contractor satisfactorily fulfill all responsibilities?

   B. If not, what was not done, and why?

   C. What were the contractor's strengths? Give examples.

   D. What were the contractor's weak points? Give examples.

2. Did the contractor take on responsibilities outside the stated SOW? Please explain.

3. Should Peace Corps hire this contractor again? If so, in what capacity? If not, why?

4. Would you like Peace Corps to send this contractor back to work with you again in the future? If so, in what capacity? If not, why?

5. Please briefly describe the evaluation interview.

6. Do you have any other comments about this contractor?

7. Allow the contractor to write his/her comments on the evaluation process and this written evaluation . Comments:

8. Signature of immediate supervisor _____

Signature of PC Country Director _____

Signature of Contractor _____

Comments on Pilot Evaluation Form

We need your feedback on this new contractor evaluation form before a final version is put into the PC Manual to replace the old one. The proposed evaluation format for contractors has the following three parts: 1) Evaluation Cover Sheet, 2) Summary of Responsibilities, and 3) Evaluation of Contract Personnel. Please include comments on this proposed format by answering the following questions:

1. Did this format help you do a better job of evaluating the contractor? Why? Why not?

2. Is it useful to summarize and prioritize the responsibilities?

3. How do you suggest this proposed format be changed/improved?

4. Other comments?

X. PST Final Reporting Guidelines

Overview

The Final PST Report is considered to be an integral PST record for both the in-country staff and PST staff, as well as the Regional P&T Unit staff. The outline and guidelines below are meant to be used as a format for this report. Although the content of the report identified in this outline is significant in scale, it is hoped that the production of the report will not be an onerous task. In fact, the format can be used as both a record of the PST and a preparation and production tool for the PST. The complete version of the outline below is meant to be a resource to the in-country training program. It is not meant that all of the pieces outlined below be sent to the regional P&T Unit. At the end of this section an abbreviated version for submission to the Region will be defined.

As an in-country resource, the report provides complete documentation from program to program. The report and accompanying designs should be used by the Training Manager to provide a foundation for the preparation of subsequent PSTs. Both its content and its commentary should be used as tools in the process of maintaining good training activities and practices, and making incremental changes to improve training.

As a record for the regional P&T Unit the abbreviated version is used to track the overall structure and goals of the components of training and to inform headquarters staff as to areas of need in certain aspects or components of training.

Many of the items and topics contained the outline below should be seen as part of the preparation of the PST, not as a post-PST reporting piece. For example the overall training schedule; component objectives and competencies; PST site description; evaluation system and schedule; USPSC performance appraisal instrument; and TOT objectives, schedule, and evaluation should be completed before the arrival of the Trainees. Much of that information should be given to the Trainees, upon arrival, in the form of a training syllabus.

Those parts of the report that are reviews of what happened and how well it happened should be produced as the PST progresses. At the end of the PST only the synthesis of evaluations and recommendations should remain to be written. All other pieces should be ready for inclusion in the report and be existent as computer files, ready to (perhaps) be reformatted and combined with new materials.

The Report Pieces

Cover memo from the Training Manager (designated APCD or CD)

This cover letter should indicate concurrence or disagreement with the PST report and consultants recommendations and address any major areas of concern. It should be no longer than one page.

Executive Summary from the PST Director (Project Director's overview of the PST)

This summary should include a brief overview of the composition of the PST (Trainee Input, sectors represented, assignment areas, and dates of the training), a brief analysis of PST strengths and weaknesses, recommendations for future PSTs, and a synopsis of the Trainees' evaluation of the program. Any logistical issues should also be included in this summary. This should be no more than two pages.

Brief description of the PST design

The "PST design" is the overall structure of the PST. This section should include a description of the "macro aspects" of the PST. A list of those areas follows:

- Overview of training class. Give breakdown by project.
- Overview of training staff. Give breakdown by component.
- Listing and overview of major PST activities and schedule.
- Total hours for each component of training.
- Example(s) of typical daily schedule(s) used.
- PST Site(s) description (location and physical description).
- Overview of the evaluation of training system used. This would include both the evaluation of training by Trainees and training staff. This overview would include the evaluation procedures and timing of the evaluation activities.

- Training calendar including overall schedule of events and total hours allocated for each component. This includes both a brief narrative overview of the PST calendar (including the major activities or pieces of the PST) as well as a day-to-day general schedule that would show the frequency of different types of sessions, their placement in the training day, and the placement of major activities of the PST such as "homestays, PCV post visits, future site visits," etc. The calendar should be presented in a "one month per page" format to conserve space and present information in an easy to find format.

Component report

Each component of the PST should present a final report of its own. This report contains the following:

- PST preparation activities and commentary (activities, personnel resources, etc.).
- PST implementation activities. (Schedule, total number of session/activity hours, curriculum, integration with other components, Trainee assessment, and trainer performance appraisal).
- Complete list of sessions and component objectives.
- Comprehensive list of the competencies covered (language training).
- Overview of Trainee assessment process and procedures.
- Strong points of the component as done.
- Weak points of the component as done.
- Recommendations for the next PST (staff training, curriculum, schedule, or other).

A one- to two-page summary of the Trainee evaluation of PST

This section should contain a brief overview of the process used to elicit feedback from the Trainees during the PST and the results of that evaluation. It is especially good to see different methods or modes used for eliciting this information. Also, please include how the Trainees evaluation of training feedback was incorporated into adjustments made during the training program.

USPSC performance appraisals (following appraisal format from the PC Manual)

Include only completed copies of the USPSC Performance Appraisal form. This form can be found in the Peace Corps Manual. If you have the time, make a computer document version of this form so that it can made specific to each USPSC. This saves time and provides a computer file copy of the results.

(Remember, the USPSC Performance Appraisal form, content, and appraisal process must be reviewed with the USPSC at the beginning of the contract period. The best approach is to review all materials and the process with the USPSC during the first two weeks of the contract, perform a mid-contract appraisal against the criteria set, and then do a final appraisal at the end of the contract. Also, the USPSC should receive a copy of the completed and signed appraisal form before leaving the country.)

TOT design—overall objectives, session titles and schedule (Complete TOT design should be on file in regional P&T Unit)

The TOT design may or may not change tremendously from year to year. The best situation (for reporting purposes) is to have a complete TOT design on file with the regional P&T Unit and to "report on" TOTs as they are done. This reporting would include

- A list of overall TOT objectives.
- A list of TOT session titles.
- A copy of the TOT schedule including session times.
- Commentary as to how the TOT that was done compares to the design on file in the P&T Unit. Any differences or "departures" should be noted and explained. Also, commentary on the "standard" sessions.

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The Report Pieces for the Regional P&T Unit

The components of the final report to be submitted to the Regional P&T Unit at the end of the training cycle include

1. Cover memo from the Training Manager (designated APCD or CD)
2. Executive Summary from the PST Director (Project Director's overview of the PST)
3. Brief description of the PST design
4. A one- to two-page summary of the Trainee evaluation of PST
5. USPSC performance appraisals
6. TOT design—overall objectives, session titles and schedule (Complete TOT design should be on file in regional P&T Unit)

A copy of the report for the Regional P&T Unit should be submitted at the same time that the overall report is submitted to (or by) the Training Manager. The APCD/Training Manager is responsible for its submission.